

		<p>English 21002 Writing for the Social Sciences Course #: 23358 Fall 2017 Instructor: Caits Meissner Class Meets: Tues/Thurs: 9:30am-12:15pm Classroom: NAC 5/142 Office Hours: Mon 12:30-1:30pm or by appt. Office: NA 6/252 Email: cmeissner@ccny.cuny.edu</p>
---	---	--

Course Description

People sure are interesting, aren't they? During this course, we'll explore and examine human culture through research and observation, confronting the challenges of writing about culture with ethics, integrity and academic skill. Through solitary, whole-class and small group exercises, we will create a community of critical thinkers, researchers, writers and editors, deepening our work as both individuals and a collective. You will learn to conduct research and to write in the social sciences by engaging an extended fieldwork project. Choosing your own research site, you will interact with others through interview and documentation, and have ample opportunity to reflect on your work. The final fieldwork report will be an extensive exploration of the subculture you have observed. By assembling a portfolio with a selection of your writing done for class, you will be able to see your progress as a writer over the course of the semester. The final self-assessment essay will give you a chance to evaluate that work, based on your own criteria as well as our course learning objectives.

Course Learning Outcomes

Over the course of the semester, you will...

- Acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility.
- Enhance strategies for reading, drafting, revising, editing, and self-assessment.
- Negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation.
- Develop and engage in the collaborative and social aspects of writing processes.

- Engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond.
 - Formulate and articulate a stance through and in your writing.
 - Practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects.
 - Strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources).
-

Required Course Text

FieldWorking: Reading and Writing Research 4th ed. By B. Stone Sunstein and E. Chiseri-Strater
(Bedford St. Martin's/MacMillan)

Course Policies

- **Plagiarism and Academic Integrity**

Copying and using other people's words and original ideas without acknowledgment or citation is called plagiarism. All of your writing for this course should be your own, and if academic dishonesty is detected, serious consequences ensue — you may fail the project or entire course, and worst case scenarios can lead to academic probation or expulsion. If you have a question about whether or not something is plagiarism, I recommend reaching out to check in instead of taking chances. You are expected to familiarize yourself with CCNY's Policy on Academic Integrity, which is available here: <https://www.ccny.cuny.edu/academicaffairs/integrity-policies>.

- **Participation and Attendance**

Your presence and participation in class directly contributes to not only your own success, but the success of the entire classroom community. Absences and lack of preparation for class will affect your classmates' work, as well as your own. You are expected to arrive a few minutes before class start time, prepared with all readings in hard copy form (a print-out or a physical book). Digital copies are not acceptable.

Students are expected to attend **every class session** of this course. If you miss three classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss four classes, your final grade will be dropped one full letter. If you miss five classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

- **Late Policy on Assignments**

I am very averse to late assignments, but in the case of true emergency, I will accept them with consequences. Work submitted 24 hours late is marked down by 10%. Work submitted 48 hours late or more is marked down by 20%.

- **In-Class Expectations**

Please turn off all cellphones and technology. Laptops are allowed only if used in way relevant to the class (no outside coursework or surfing.) Texting is not permitted during class. Drinks are allowed but no food, as eating is a distraction to the learning process. If there are repeated infractions of these expectations, it will negatively affect your grade. I will alert you if there is concern.

Seeing diversity as a strength of our class, we'll learn a great deal from the different perspectives and experiences we each bring to the table. I'll expect comments to be shared and responded to respectfully. CUNY has a code of conduct for the learning environment that I will uphold. Please familiarize yourself with it: <http://www.ccny.cuny.edu/studentaffairs/community-standards.cfm>

- **Computer Use and Assignment Format**

All written assignment must be word-processed, using Microsoft Word or Google Docs. Use an easily readable font (arial, times new roman), size 11 or 12, and double-space all work. Include one-inch margins and follow the page layout used by the MLA format described in your handbook. Problems with computers/printers/Internet are not excuses for late work. Save your work frequently, backup your files. Don't wait until the last minute to print, and plan your projects with extra time allowed for inevitable glitches.

- **Blackboard**

My course will be loaded on Blackboard, CCNY's online teaching support system. Assignments will sometimes be handed in during class (as a printed hard copy) or submitted electronically (to Blackboard or, in some cases, via email.) I will contact you regularly via the Blackboard course student email listserv. Please check your CCNY email at least once daily throughout the semester.

Resources

- **The Writing Center:** <http://www.ccny.cuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

- **Gateway Advising Center,** NAC 1/220: <http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

- **AccessAbility Center Tutoring Services,** NAC 1/218 :
<http://www.ccny.cuny.edu/accessibility/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

- **SEEK Peer Academic Learning Center,** NAC 4/224M

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Grade Weights and Values

- **You'll receive a final grade based on the following:**

Weekly Assignments (10%)

Major Assignments (60%)

Final Portfolio and Self-Assessment (30%)

- **Grading Schema:**

Letter Percentage

A+	(97%-100%)	A	(93%-96%)	A-	(90%-92%)
B+	(87%-89%)	B	(83%-86%)	B-	(80%-82%)
C+	(77%-79%)	C	(73%-76%)	C-	(70%-72%)
D+	(67%-69%)	D	(63%-66%)	D-	(60%-62%)
				F	(0%-59%)

Assignments: (More information on all assignments will be distributed in class.)

- **Weekly Work [homework & in class]** (10%)

This grade is an average of your completed ungraded assignments. If you do the work, it's an easy 100%. These assignments include reading responses, selecting a field site, rough drafts of assignments, in-class participation.

- **Letter of Introduction** (10%) DUE 8/31

Use your notes from our in-class diagnostic writing and your homework journaling to write a letter of introduction to you as a person, writer and soon-to-be researcher. Choose 3-5 of the questions offered to explore further. 750-1000 words.

- **Peer Interview** (10%) DUE 9/12

Use your notes from our in-class Peer Interview and develop a portrait of your classmate. Include physical description, what you noticed about your partner's mannerisms, body language, their choice of words. Include significant details. Write about your reaction, how you felt conducting this interview. 750-1000 words.

- **CCNY Class Observation** (10%) DUE 10/10

Practice taking field notes by observing a CCNY class. Take double entry notes and record your observations and your personal reactions. Use the essay of Amy Lampert as a guideline. Submit your notes and essay. 750-1000 words.

- **Research Proposal/Grant Application** (10%) DUE 10/31

Reread the chapter on Sociological Research, the handout for Research Proposal and comments on your draft. Revise draft. Sharpen your hypothesis. Create a brief research design about the group you want to study. Write a letter to a grant organization requesting funding for your study. How can you describe a project in a convincing, yet realistic/objective way? Explain how the results of your study

will be a relevant contribution to the work already in existence in the social sciences. 750-1000 words.

- **Field Notes/Observation** (10%) DUE 11/14

Review page 83. Note date, time and place of observation as well as specific facts and details. Include sensory impressions and personal responses. Pay attention to specific words and insider language. Record questions about people or behaviors at the site for future investigation. 750-1000 words.

- **Interview** (10%) DUE 12/5

Review pgs. 219-249. This will not be a mere transcript. Include a description of the setting, your interview partner's appearance, body language, facial expressions, unique word choices. Summarize parts, quote the most important parts. Include a reflection about your part in the interview, your feelings, comfort level, etc. Add at least one page of transcript. 750-1000 words.

- **Final Portfolio and Self-Assessment** (30%) DUE 12/12

The portfolio and self-assessment are in many ways the most important documents that you'll create for this class. Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes. In this case, the Self-Assessment will serve as an introduction to your portfolio. The contents of the portfolio itself, though, and its arrangement (other than the introduction) are up to you. The purpose of the Self-Assessment is to evaluate your work based not only on your own criteria but also on your course learning outcomes (located at the top of this syllabus.)

Grading Criteria

The Superior Paper (A/A-)

- **Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.
- **Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.
- **Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.
- **Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
- **Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments;

makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

- **Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

- **Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.
- **Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.
- **Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.
- **Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.
- **Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.
- **Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Average Paper (B-/C+)

- **Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.
- **Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.
- **Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.
- **Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.
- **Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.
- **Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

- **Thesis:** Difficult to identify at all, may be bland restatement of obvious point.
- **Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

- **Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.
- **Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.
- **Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.
- **Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source: Adapted from an Internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, "Re: what to say to students," [H-Teach@msu.net], 2 April 1996

Weekly Schedule (subject to change as needed & fair warning, they likely will.)

Class 1. Tuesday August 29th

In Class: Overview, expectations, policies (syllabus review). Diagnostic writing exercise.

Homework:

Order textbook, study syllabus.

Read: The Role of the Behavioral Scientist in the Civil Rights Movement by Dr. Martin Luther King.

Write: Journal on what the piece stirs up in you. What makes you nervous about entering the role of the social scientist? What excites you? Bring one printed copy of journal to class and post on BB in the discussion board by 9am.

Class 2. Thursday August 31st

In Class: Locating personal meaning in Writing for the Social Sciences. Overview of the Social Scientist's Toolbox: Interview, Observation, Experiment, Survey.

Homework:

Write: Develop Introduction Letter incorporating diagnostic writing, notes from class discussion and journal entry from Dr. King's speech. Post on BB by 9am and bring one printed copy to class.

Read Ueland, *Everybody Is Talented and Has Something Important to Say*.

Class 3. Tuesday September 4th

In Class: Discuss reading. Peer interview part I — jump in! Generate own questions, conduct interview.

Homework:

Read: Defining Culture, Fieldwork and Ethnography, pgs. 1-8 and 14-23. Pay particular attention to the section “posing questions.”

Write. From what you learned in class from your subject, choose a central story to deepen in the next interview session. Central stories might revolve around a hobby, an experience, etc. For example: playing guitar, going to school in another country, the time a teacher told me I was bad at writing... **Bring a series of 5-10 new questions to class to that revolve around this central story.**

Read: Interview tips handout (attached below) and self assess your in-class interviewing skills (as the interviewer, not as the subject.)

Write. **On the discussion board, post a list** (informal, don't worry about full sentences) about what you felt you did well in your first half of interview, and what you hope to do better after reading about interviewing.

Read: *Language of Difference:*

<https://www.hamilton.edu/academics/centers/writing/writing-resources/language-of-difference-writing-about-race-ethnicity-social-class-and-disability>

Class 4. Thursday September 7th

In Class: Discuss readings. Review Feature Article assignment. Peer Interview Part II.

Homework:

Read the following feature profile examples:

<https://nyti.ms/2k9kK9Y> / <https://nyti.ms/2bGgW9e> / <https://nyti.ms/1Kf8YDS>

If you'd like to explore more for guidance, here is a link to browse through:

<https://www.nytimes.com/column/the-saturday-profile>

Post: On discussion board, choose one of the NY Times articles, and write about what you think the writer did to make a compelling profile. Some questions you might consider: How did they dole out the information to the reader? Was there suspense? What parts did you find intriguing? Why was the background information chosen helpful to understanding the story? How did they describe the subject to make them come to life? Due Tues 9/12 by 9am.

Write: Peer Interview (Feature Profile) draft, bring 3 copies to class and post to BB by 9am on 9/12. Assignment overview attached.

Class 5. Tuesday September 12th

In Class: Workshop peer interview. Round robin hook/entry point of profile. Surprising description exercise.

Homework: Swap numbers and emails with your partner. Is there any follow up to be done? Schedule a time to complete the interview, filling in any gaps highlighted by the feedback you got from peers. Work on final draft. Feedback from Instructor will be handed back on 9/19.

Class 6. Thursday September 14th

In Class: Workshop peer interview. Description exercise.

Homework:

Read: An Ethnographic Study: "Friday Night at Iowa 80" pgs. 24-38.

Post: Post a 250-500 word response on the discussion board by Tues 9/19 at 9am.. *What did you notice about his field study? What intrigued you? What surprised you? Don't tell me what I already know from reading it: tell me what you think about what you have read. What did you notice about his writing style and voice and the story he tells about the people he researched?*

Class 7. Tuesday September 19th

In Class: Discuss peer interviews. Read Kurt Vonnegut's, *How to Write With Style*. Ask students to write a list of their points as it pertains to interviews, with what they know so far. Look at peer review sheets for guidance. Explain creative self assessment assignment: how to interview with style. Make connection between interview and ethnographic study. Discuss reading, cross-referencing our ideas with pgs. 40-42. Selecting a Field Site (pg 54). Begin exercise.

Homework:

Write: Finish Selecting a Field Site exercise. Submit via BB by 9/22 at midnight.

Read: *House of the Homeless* pgs 40-52

Post: On the discussion board, share a 250 word response to the reading. Include in your response how you would approach each site suggestion you've submitted — are you an insider? An outsider? Or an insider-outsider? Due by 9/22 at midnight.

Thursday September 21st / NO CLASS

Homework: Final draft of Peer Interview (Feature Profile) and Creative Self Assessment due on Tuesday. Please put the Creative Self Assessment at the end of your interview (on a separate page, but in the same document and print out one copy for class. Post to BB by 9am on 9/26.

For Creative Self Assessment:

Choose 3-5 of the "how to write an interview" points from our master class list — the ones that you feel you grew the most in. Under each, write 2 paragraphs: 1) Giving advice, describing how to do that task well and 2) Assessing your own journey in this area from 1st to 2nd draft of your Feature Profile/Peer Interview. The paragraphs do not need to exceed 250 words - just enough to get your point across clearly. Please feel free to be clever, funny, fun! Make it interesting to write and to read. Use Kurt Vonnegut's piece as inspiration, but don't steal his style. Practice owning your voice as a writer.

Class 8. Tuesday September 26th

In Class: Discuss readings and field sites, narrow to option. In-class exercise, Box 4: Exploratory Writing (pg. 61).

Homework: Read *Reflections on a Sociology Class*, pgs. 89-93. Read about Field Notes, pgs. 63-66, and 71-80. Preliminary outreach to sites using guided template. Make arrangements to observe a CCNY class between 9/28 and 10/5. Creative self assessment due.

Site visit #1 must happen between Sept 26th & Nov 7th

Class 9. Thursday September 28th

In Class: Discuss readings. Read pgs. 66-71, Didion's *On Keeping a Notebook*. Observation exercise.

Homework: Read *Our Patients* pgs. 143-154. Write 250 word response to reading, post on BB discussion board by 9/3 at 9am.

Observe a CCNY class this week — bring field notes to class on Thursday 10/5. Follow up with sites as needed until one is solidified — make arrangements for site visit and interview with participants.

Class 10. Tuesday October 3rd

In Class: Discuss readings, read Shitty First Drafts pg. 354 and *Thickening Your Draft* pg. 361. Silent reading, review and in-class exercise.

Homework:

Read about how to do research: pgs. 39-44, 52-53 and 99-100.

After reading, engage two activities:

1. Write a creative response to aspect of your observation (can be pre-observation, if you won't observe before HW is due), something that happened during the class. Like Rick does, experiment with genre. Write a small poem, a fictional excerpt or piece dramatic dialogue. The goal here is to get in the head of the instructor, or a particular student in the class or to write from the perspective of the Blackboard! 1-2 pages double-spaced, due 10/5 at 9am — this is a creative exercise, don't kill yourself on it.

2. Locate and print multiple elements of a portfolio for your class observation and bring to class 10/15. These might be images of the school, a biography of the instructor (search online), a class description, the English department's mission, etc. Feel free to think of your own elements to include!

Also: follow up with sites as needed until one is solidified — make arrangements for site visit and interview with participants.

Class 11. Thursday October 5th

In Class: Review observation experiences and workshop notes. Analyzing field notes exercise. What goes in a portfolio for your site?

Homework: Write a full observation of CCNY class in essay format, bring one print out to class and post on BB by 9am on 10/10. (1,000-1,500 words) Follow up with sites as needed until one is solidified — make arrangements for site visit and interview with participants.

Class 12. Tuesday October 10th

In Class: Library visit TBD.

Homework: Read Reading Self, Reading Cultures, pgs. 101-102, 111-117. BB response by 10/12 at 9am. Site should be solidified — with dates in the calendar, one for field work observation, one for interview. Please reach out to instructor if running into issues at this point.

Class 13. Thursday October 12th

In Class: Discuss readings and creative self reflection. Essay peer review.

Homework: Read the Cultural Artifact pgs. 124-29. Try the writing exercise on box 13 as an individual — find a tattoo (on a person, on the internet) and write about it as the process describes (1 page). Post on BB by 9am on 10/7. Bring an object that has meaning for you/your family to class on 10/17. Post a paragraph describing the peer review process — how did you help support your peer to make their work better? What notes did you receive that helped you?

Class 14. Tuesday October 17th

In Class: Share our artifacts. Cultural artifact swap and writing exercise.

Homework: Final observation essay due, along with creative self reflection on 10/19 at 9am.

Class 15. Thursday October 19th

In Class: Box 11 (pgs 117) — unlearning privilege, ethics of fieldwork and entering the site. Create a class code of conduct. Reflecting on unlearning privilege and ethics.

Homework: Create your consent form and post to BB by 9am on 10/24. Using notes from class, write a 1-2 page reflection on unlearning privilege. Bring one copy to class and post to BB by 9am on 10/17.

Class 16. Tuesday October 24th

In Class: Researching space, read pgs. 165-179. Brainstorm exercise: possibilities for research proposal. Sign up for midterm meetings.

Homework: Read *The Collaborative Listener*, pgs. 219-233. Write: outline of research proposal. Bring one copy to class and post to BB by 10/26 at 9am.

Class 17. Thursday October 26th

In Class: Midterm meetings with instructor.

Homework: Read *Ralph's Sports Bar*, pgs. 234-42. Write a paragraph-long response and post on BB by 9am on 10/26: what intrigued you? What surprised you? What disturbed you? Write Research Proposal, bring one copy to class and post to BB by 9am 10/31.

Class 18. Tuesday October 31st

In Class: Read pgs. 264-268, portrait writing exercise. Workshop Research Proposal.

Homework: Develop interview questions, bring 3 copies to class and post to BB by 9am on 11/2.
Research proposal due, bring one copy to class and post to BB by 9am on 11/2.

Class 19. Thursday November 2nd

In Class: Workshopping interview questions. Bring field notes to class.

Homework: Write final interview questions, bring one copy to class and post to BB by 9am on 11/7 at 9am. Read on researching, pgs. 343-349.

Site visit #2 for interviews must happen between Nov 7th & Nov 30th

Class 20. Tuesday November 7th

In Class: Class meets in library for research session. Bring your research questions.

Homework: Annotated bibliography of 3-7 potential sources for your study, print one copy for class and post to BB by 9am on 11/9. Bring copy of informal field notes to class on 11/9 and post to BB by 9am. Final research proposal due 11/14 at 9am.

Class 21. Thursday November 9th

In Class: Field Notes share out. APA citation review.

Homework: Drafting and writing, read pgs. 351-369, 379-90. First draft of field notes essay, bring two copies to class and post to BB by 9am on 11/14.

Class 22. Tuesday November 14th

In Class: Workshopping field notes essay.

Homework: Final draft of field notes essay, bring one copy to class and post to BB by 9am on 11/16.

Class 23. Thursday November 16th

In Class: Portfolio session. Meet in library.

Homework: Design portfolio and begin to create with the materials you have. Draft of portfolio due. Link posted to BB by 9am on 11/28.

Tuesday November 21st / NO CLASS (Friday schedule)

Thursday November 23rd / NO CLASS (Thanksgiving)

Class 24. Tuesday November 28th

In Class: Reflective writing workshop and in-class writing exercise.

Homework: Write a first draft of interview. Bring 3 copies to class and post to BB by 9am on 11/30.

Class 25. Thursday November 30th

In Class: Workshopping interviews.

Homework: Complete first draft of self assessment essay. Bring 3 copies to class and post to BB by 8am on 12/5.

Class 26. Tuesday December 5th

In Class: Workshopping Self Assessment essay.

Homework: Final interview due, bring one copy to class and post to BB by 9am on 12/7.

Class 27. Thursday December 7th

In Class: Final presentations.

Homework: Work on portfolio and final self assessment essay.

Tuesday December 12th

In Class: Final presentations. Class review and evaluations. Portfolio with self assessment essay due.